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Nature-Oriented Architectural Learning in Contemporary Educating Environment Paradigms

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Abstract

Nature-oriented architectural learning is one of the most important issues regarding to contemporary educating environment paradigms, which is based on more collaborative – interactive methods. Therefore educating environment paradigms objectives emphasize on the nature-oriented architectural learning systems, which take place in contemporary architectural schools. To examine the hypothesis, logical argumentation has been adopted as research method, which is accomplished by descriptive-analytical technique. The results of the research indicate that nature-oriented schools enjoy collaborative – interactive methods as well as more efficiency in architectural learning. Emphasizing on behavioral theories encourages volunteer socio-cultural participation in education and learning processes.

Keywords: educating environment paradigms, contemporary architecture, nature-oriented architectural learning, contemporary educational system;

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1. Introduction

Conventional process of education sometimes is more passive than active. The paradigm of educating environment is a considerable paradigm in the field of education and learning. Community schools prepare students for their social life. (Mahdavinejad et al., 2012a) The purpose of this research is presenting an appropriate paradigm for community schools that trains students in the field of communication with natural and social environmental surrounding. (Mahdavinejad & Moradchelleh, 2011 a) The main theory of the research is educating environmental paradigms' goals and objectives, emphasize on the nature-oriented architectural learning systems which take place in contemporary architectural schools and faculties. To examine the hypothesis "logical argumentation research" method has been adopted as the research method of the paper which is accomplished by "descriptive- analytical" techniques (Growth & Wang, 2002).

2. 2. Theoretical Framework

Bloom theory in education and learning is the fundamental basis of Theoretical framework of the paper which is based on social – behavioral theories. (Bloom, 1956) The Bloom presents six factors for active education that lead to, a change in thinking, feelings and actions of students. These factors are as follows; knowledge, comprehension, application, analysis, synthesis and evaluation. (Spark, 1993) Knowledge refers to a group of behaviors and situations that emphasizes remembering thoughts, subjects and events as, recalling or recognition. (Mahdavinejad et al., 2012b) Knowledge can be classified in a range of detailed and sensible information to abstract and general information. (Fien, 2011) The application causes a person to confront a new problem, use appropriate subjects, doesn't need to be told what an appropriate subject is or how it is used. Analysis focuses on the separating the constituent elements of a subject and discovering internal organization and the relationships between its components. (Mahdavinejad et al., 2012c) Synthesis refers to; the process of combining elements to create patterns or new constructions that represents a creative behavior. Evaluation is not always a representative of the final process of cognitive behavior. (Mahdavinejad & Abedi, 2011) But sometimes is considered the prelude to begin the recognition process because, evaluation has the role of a communication bridge between cognitive behaviors and emotional behaviors that indicates the sense of the human attachment.

The first international congress of educating cities was held in Barcelona, 1990. In this congress, the fundamental principal of creating an educating environment was established as, the primitive pyramid of educating cities. To modify the mentioned principles and accommodate them with the social needs of time, this pyramid was relooked in the third world congress in Barcelona, 1994. (IAEC, 2002) The subject of the congress was upheld on the following principles: 1- Human rights; 1948. 2- Economical, social and cultural rights; 1966. 3- Education for everyone in the society; 1990. 4- Children's world congress; 1990. 5- Cultural variety among different societies; 2001. Educating environment paradigm believes that an educating system consisted of the three elements of "individual", "society" and "nature". (Mahdavinejad & Moradchelleh, 2011 b) What is important in educating environments are as follows: first, individual investment in education which is the reason people find their inner ability to speak, affirm and expand their personal capacity and, leads to responsibility towards them. Second, extolling the situation for equal rights; Communication with the society, (Mahdavinejad et al., 2012d) as well as, respecting the nature. (Mahdavinejad & Mansoori, 2012) Educational structure in educating environments is permanent and includes all ages specially children. The major goal of an educating environment is to uphold users' education and expansion of social relationships to use others' experiences in marketing and efficiency and, as a result, uphold their living condition. To achieve the goal counts 20 principles are mentioned as to be essential for an effective environment.

Table 1. The Educating Environment Paradigm

Facilities	Commitments	Rights
Analyzing the Effect of Education	Alleging the Environment Complex identity	Social Justice
Educating Parents	Past Elements & Needs	Increasing Citizens' Needs
Coordination with the Job	User-oriented design	Increasing Intergeneration

Seeking Institutes		
Responding to the Needs of Fugitives & Immigrants	Public Facilities & Social Spaces	Human-Oriented Functions
Securing Users' Participation	Sustainable Development	Specifying Educating Strategies
Prospect Experience and User-Oriented Design	Alleging Users' Insight	Being Aware of Users' Needs

For the first time, social – behavioral approach to the design of schools was used in the late nineteenth century. (Mahdavinejad et al., 2012e: 1856-1859) Then in the early twentieth century, John Dewey criticized the traditional school structure and proposed necessary conditions to make public schools and to place them in the context of social life. The Charles Stewart Mott activities can be mentioned as an active movement in the field of community-based education and learning.

The notable principles to design in these schools are as follows:

1- Increasing the level of learning and adapting student's needs.

2- Providing health, mental comfort and, safety; Providing users health can be achieved by considering issues such as lighting, heating and cooling and providing their mental comfort etc.

3- The flexibility: considering the changeability in the school causes a high flexibility in the environment and, maximizes the versatility to operate the needs of inside and outside the school.

4- The use of all available resources: the school should be designed in a way that students are able to analyze and organize the information around them rather than, receiving and storing them.

5- Activities in the society center; School can become a place for learning and sharing common goals and be able to supply the wide range needs of society. 6- Users' participation: School users belong to cultures, generations and different social classes and therefore, their participation in decisions.

3. 3. Discussion

The literature review of the research shows that it is inevitable to rely on social – behavioral approach toward management of education and learning process in formation of contemporary architectural schools. Furthermore the investigations emphasized on a kind on nature-oriented programming for architectural education and learning in of contemporary architectural schools which is in need of a more collaborative plan for future of architectural design process.

A fundamental aim of an active educating curriculum is to give the students the ability of using the new information in real life. Bloom's taxonomy of educating learning theories analysis teaching in the following six levels, knowledge, comprehension, application, analysis, synthesis and, evaluation and in the end is the incentive of the sense of belonging. According to the mentioned view, teaching is at its highest level when (1) An individual is educated in a way that learns the manner of facing the problem; (2) Instead of using routine instructions in different situations, the individual learns to understand the principals; (3) learning the appropriate attitude towards the problem; (4) Learning the appropriate attitude towards self-ability and skill.

The paradigm of educating cities and community schools play a crucial role in programming for more efficient plans for future. Gardens turn conventional educational spaces into a convenient environment for active learning that acts as a correlating bridge creating the relationship between society and the school. The educating environment paradigms consider nature-oriented architectural learning in contemporary educating environment paradigms as an opportunity to fulfill its obligations. Garden schools enable students to evaluate their theoretical teaching, learn to respect nature and, become skilled in social correlations, as well as, earning scientifically and, artistically. In addition, this environment creates the opportunity for individual's correlation with the school and increases moral values.

4. 4. Conclusion

Nature-oriented architectural learning in contemporary educating environment paradigms is one of the most important and crucial issues in contemporary era. Regarding to this opportunity new generation of architectural schools and faculties can be developed in which nature-oriented architectural education and learning adopted to meet contemporary educating environment paradigms goals and objectives. In this paradigm nature helps for a greener environment and more prosperous educational systems which may help form a kind of social – behavioral approach toward management of education and learning process. Formation of contemporary architectural schools is in need of educating environment paradigms in which future consider a target of prosperity. The results imply that more efficient architectural design process can be achieved through a greener programming for contemporary architecture and design of contemporary architectural schools.

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